

TEACHING ENGLISH VOCABULARY THROUGH SPATIAL CUE TECHNIQUE

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Abstract

This research aim to find out whether spatial cue technique can improve the Teaching English Vocabulary or not . True experimental research design was applied which involved two groups; they are Class VIII B as the experimental group that consisted of 36 students and Class VIII G as the control group that consisted of 36 students. The research population was the eighth grade students of SMP Negeri 6 Palu. The researchused purposive sampling technique to choose the sample of this research. In collecting the data, The researchuses pretest and posttest. The results of the data analysis show that there is a significant differences between the results of experimental group and control group. In other words, the t_{counted} (17.41) is greater than t_{table} (1.99). It means that the research hypothesis is accepted. In short, applying Spatial Cue Technique can improve vocabulary mastery of the eighth grade students of SMP Negeri 6 Palu in Vocabulary recount text.

Keywords: Improving, Vocabulary Skill, Spatial Cue Technique.

Tujuan dari penelitian ini untuk menentukan apakah penggunaan tehnik isyarat hubungan meningkatkan kemampuan kosa kata dalam pengajaran bahasa Inggris. Design penelitian eksperimen sungguhan di gunakan dengan melibatkan dua kelompok: kelas VIII B sebagai kelompok experimental dengan jumlah siswa sebanyak 36 orang dan kelas VIII G sebagai grup control dengan jumlah siswa sebanyak 36 orang. Populasi dalam penelitian ini adalah siswa kelas VIII SMP N 6 Palu. Peneliti menggunakan teknik purposive untuk memilih sampel penelitian. Dalam mengumpulkan data, peneliti menggunakan test (post test). Hasil dari analisis data menunjukkan bahwa ada perbedaan yang signifikan antara hasil tes kelompok experimental dan kelompok control. Dengan kata lain t_{counted} (17.41) lebih besar daripada t_{table} (1.99). Dengan demikian hipotesa dari penelitian ini di terima. Kesimpulanya, penerapan tehnik isyarat hubungan dapat meningkatkan penguasaan kata pada siswa kelas VIII SMP N 6 Palu dalam teks recount.

Katakunci: Meningkatkan, Kemampuan Kosa kata, Tehnik Isyarat Hubungan.

INTRODUCTION

Vocabulary is one of the most important language components that should be learned by non-native speaker or people who want to master and understand a language. It is most useful to support their language skills. Based on the early observation it was found that there are some problems faced the students in learning vocabulary. First, they have limited vocabularies. Second, they often forget a new vocabulary. Therefore a research in improving the student's mastery on English vocabulary by using spatial cues technique especially on vocabulary was graduated. Experimental research was graduated to the second year student of SMP Negeri 6 Palu entitled "Teaching English Vocabulary through Spatial Cues Technique".

There are some reasons why this research is conducted to the second year students of SMP Negeri 6 Palu. First, the students are still learning the language components, and one of the language components they learn is vocabulary. Second, the students need supports that can stimulate their motivation, interest and desire to develop their skills and knowledge in learning English. Third, she wants the students to improve their mastery of English vocabulary. The last, she wants to prove whether or not spatial cues technique can be used in teaching English vocabulary.

According to curriculum 2013 learning vocabulary around them. So that is why This research will use a good technique to increase their vocabulary of things around them. The technique has been chosen by This research is spatial cues technique. Spatial cues technique is beneficial for several reasons. First spatial cues present the written and spoken language. Second, spatial cues permit and encourage the learners to practice the language in the same way. Third, spatial cues encourage active participation in the lesson.

Vocabulary is one of four language components, which are spelling, grammar, phonology and vocabulary. It is an important element that cannot be separate from each other in language learning process, since English as foreign language becomes an international language. No wonder it becomes so important for foreign language learners to learn and master on it that it is a basic element of a language use before learning more about foreign language. It happens when one who is learning a language has a great mastery on vocabulary, he/she will succeed in using the language being studied either in comprehending the meaning of word in the context of spoken or written language.

Vocabulary is one of the language aspects which should be learnt. Learning is important because in order to be able to speak, write, and listen learners have to know

vocabulary first. A person said to “know” a word if they can recognize its meaning when they see it (Cameron, 2001:75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. Harmer (2001: 16) describes “There are some aspects that have to be discussed in vocabulary, namely word meaning, extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb”. We use vocabulary for ourselves to run of our communication well. When we communicate by using spoken language, for example, we use the vocabulary no words in good utterances or speeches. Possesing many vocabularies can help the students meet their massages to their listeners. If students know many vocabularies, they are more easily to express their ideas. Therefore, vocabulary (a stock of words) is essential. Furthermore, vocabulary of course has meanings. To avoid misunderstanding, the student should choose and use the right words. Using the right words is important in conveying their utterances or speeches to the listeners or readers. It is because the right words can promptly support our utterances or speeches to be well understood or comprehended by another people. On the contrary, the listeners or readers can get misunderstanding if the speakers use wrong words.

It is important to note that vocabulary should be taught at early stage in order that the students know many words. Having more words can assist the students to easily selct what words they intend to say. For that, the teaching of vocabulary must be put in prior. Moreover, vocabulary comprises system of symbols that build language. It is the sign for our ideas. This implies that the ideas the students have and the words they know together. Precisely, vocabulary supports the students to express their ideas and to accept someone’s ideas.

Spatial cues conceren with the location of a word, including possible locations classification of words where the words found. For example Visual-spatial control is essensial for undstanding in variences of the meaning of shape across changes in size, possition and location. For example, the letter T is a T no matter what size; the placement on the page, or the elegance of the script. A cup is `the cup matter where it is located, or from what perspective it is view.

The usual sequence for learning visual-spatial control consist of understanding of shape; The student can trace flat shapes placed or drawn on the board (circle, box, and rectangle, triangle, odd shapes, tress : opposing diagonal lines are difficult to draw). Then,

understanding of position; Students gain understanding of position by tracing objects at, above and below eye level. Next, understanding of print spacing; These exercises are designed for the student for whom directional confusion and difficulty perceiving word patterns interferes with reading and writing print, students build greater control of vertical and horizontal space as a base for understanding how letters are grouped into words and words into paragraphs and paragraphs into the entire structure of a document, as well as how punctuation and capitalization represent space and emphasis. After that, understanding of mapping; Students need to understand that boundaries exist and to relate to the boundaries to their position on maps or diagrams. Mapping involves students with spatial disorders need to orient themselves in concrete environments to build their sense of place and position. Then they can transfer this understanding to create and use maps.

By using the learning visual spatial control, students build greater control of vertical and horizontal space as a base for understanding how letters are grouped into words and words into paragraphs into the entire structure of a document, as well as how punctuation and capitalization represent space and emphasis. In addition, in applying The research would like to use spatial cues of words based on the location of the words.

METHODOLOGY

This research applied true experimental research design. The formula of true experimental research proposed by Cohen, Manion, and Morrison (2000:213) can be seen as follows:

Group	Pretest	Treatment	Posttest
Experimental Group	RO ₁	X	O ₂
Control Group	RO ₁		O ₂

Where :

Y₁: pretest

X: Treatment

Y₂: post-test

There are two groups in this research. The first was the experimental group and the second one will be the control group. The experimental group was the group that has been

give specific treatment. First, she gives pre-test to both groups. Second, she conducts the treatment to the experimental group. She also teaches the student of control group with the same material using conventional technique. Third, she gives post-test to experimental and control groups. Before determining population, This research would like to give some definitions of population. Best (1981 : 8) gives definition that “a population is any group of individuals that have one more characteristic is common that are of interest to the researcher”. Butler (1985) states that “populasi di gunakan dalam arti sekumpulan orang, atau sekumpulan makhluk hidup, sekumpulan wujud, berjenis apapun, yang menjadi sasaran penyelidikan kita.” Arikunto proposes that “the population in a research is all subject of the research.” By viewing the preceding definitions This research can draw a conclusion that population is a group of people, things or events which are going to be investigated.

So, the populations of this research were the second year student of SMP Negeri 6 Palu. It consists of four parallel classes (140 students). She takes the students because they have learning language components such as grammar, vocabulary, and pronunciation. Best (1981) states that “a sample is a small proportion selected for observation and analysis.” In simple words, sample is certain portion extracts from the total of population which is used in a research and must be representative. Arikunto has states that : “Pengambilan sampel harus dilakukan sedemikian rupa sehingga diperoleh sampel yang benar-benar dapat berfungsi sebagai contoh atau dapat menggambarkan keadaan populasi yang sebenarnya. Dengan kata lain sampel harus representatif.” (1989:93) It means that the sample must be selected as properly as possible and thus, we can get a good sample which many function as example or it can represent the characteristics of the population. In other words the sample must be representative.

Test is the examination or trial to find quality, value, composition, and so on. In collecting data, tests were be the main instrument. The test is administered to the second year student of SMP Negeri 6 Palu. The test consists of two kinds that are multiple choice and completion tests. The test use in post-test will be the same as the test use in pre-test. The results of pre-test of both groups are compared in order to know the students mastery on vocabulary. After preparing all things The research needs to collect the data, she came into the classroom of both groups to prepare the students for test. She divided it in two stages. The first stage was for experimental group in which she give explanation to the students about how do the test. In this case, she asked them to choose the best option. The test consisted of twenty-five test item and should be finished in ninety minutes. Then, she give

the test to the students. After doing the test, she asked them to collect their answer sheet. The second stage was for control group with same ways as the experimental group. The students' answer sheet of both experimental and control group.

FINDINGS

This research conducted pretest to the experimental group on 19/10/, 2017 and control group on 20/10/2017. In presenting the data gained from the pre-test of experimental and control groups. It divided into two sessions. The first was the result of pre-test of experimental group and the second was the result of control group. In conducting the research. It gave pre-test to the experimental and the control groups. The result of the experimental group's pretest can be seen in table 1 below:

Table 1**The result of the experimental group's pretest**

No	Initials	Score for each test		Obtained score	Maximum score	Standard Score
		Multiple Choice	Completion Test			
1	AM	2	0	2	20	10
2	AV	0	2	2	20	10
3	AR	1	2	3	20	15
4	AT	2	1	3	20	15
5	AN	3	0	3	20	15
6	BA	2	0	2	20	10
7	DP	2	1	3	20	15
8	DW	4	1	5	20	25
9	FI	5	0	5	20	20
10	FN	0	2	2	20	10
11	FP	0	2	2	20	10
12	FR	4	0	4	20	20
13	GF	3	0	3	20	15
14	IG	3	0	3	20	15
15	MA	2	0	2	20	10
16	MF	1	1	2	20	10
17	MM	0	2	2	20	10
18	MP	2	1	3	20	15
19	MY	2	1	3	20	25
20	NA	0	2	2	20	10
21	NM	2	1	3	20	15
22	NN	3	0	3	20	15
23	NW	4	0	4	20	20
24	NL	2	1	3	20	15
25	NY	3	0	3	20	15
26	OS	2	1	3	20	15
27	PR	2	0	2	20	10
28	RA	2	0	2	20	10
29	RF	1	2	3	20	15
30	RR	0	1	1	20	5
31	SA	1	1	2	20	10
32	TG	1	2	3	20	15
33	VA	2	0	2	20	10
34	YF	4	0	4	20	20
35	MR	3	0	3	20	15
36	MS	2	0	2	20	10
Total				99		500

This research counted the mean score of the pretest in the control class 16,94. From the results above, the mean score of experimental class' pre-test was 13,8, and the score of the control class was 16,94. Taking the scores resulted by these two classes, this research concluded that both classes had equal in vocabulary.

The post-test was given to find out the improvement made by the students after having the treatments. This research used the same formula to calculate the students' score on post-test of experimental and control class. The results of post-test are presented as follows:

Table 2
Posttest Score of Experimental Class

No	Initial	Score for each test		Obtained score	Maximum score	Standard Score
		Multiple Choice	Completion Test			
1	AM	5	7	12	20	60
2	AV	10	10	20	20	100
3	AR	4	8	12	20	60
4	AT	6	7	13	20	65
5	AN	8	5	13	20	65
6	BA	7	8	15	20	75
7	DP	5	9	14	20	70
8	DW	6	8	14	20	70
9	FI	8	5	13	20	65
10	FN	9	6	15	20	75
11	FP	6	6	12	20	60
12	FR	7	7	14	20	70
13	GF	10	4	14	20	70
14	IG	10	10	20	20	100
15	MA	8	7	15	20	75
16	MF	5	9	14	20	70
17	MM	8	8	16	20	80
18	MP	7	6	15	20	75
19	MY	9	6	15	20	75
20	NA	6	6	12	20	60
21	NM	9	9	18	20	90
22	NN	6	8	14	20	70
23	NW	9	8	17	20	85
24	NL	8	6	14	20	70
25	NY	7	5	12	20	60
26	OS	9	6	14	20	70
27	PR	7	7	14	20	70
28	RA	6	7	13	20	65
29	RF	5	9	14	20	70
30	RR	5	7	12	20	60
31	SA	6	6	12	20	60
32	TG	8	5	13	20	65
33	VA	6	8	14	20	70
34	YF	8	8	16	20	80
35	MR	8	7	15	20	75
36	MS	8	6	14	20	70
Total				517		2570

Table 3
Posttest Score of Control Class

No	Initial	Score for each test		Obtained score	Maximum score	Standard Score
		Multiple Choice	Completion Test			
1	AD	5	6	11	20	55
2	AH	8	8	16	20	80
3	AP	5	7	12	20	60
4	AR	4	9	13	20	65
5	AS	5	8	13	20	65
6	DC	4	9	13	20	60
7	DM	5	7	12	20	70
8	DN	6	8	14	20	70
9	EE	7	7	14	20	80
10	ES	8	8	16	20	60
11	FB	4	8	12	20	65
12	FD	4	9	13	20	60
13	FS	5	7	12	20	60
14	GA	3	9	12	20	60
15	GM	7	6	13	20	65
16	GY	6	6	12	20	60
17	HA	8	3	11	20	55
18	HN	6	5	11	20	55
19	JA	7	6	13	20	65
20	MF	4	7	11	20	55
21	MB	5	8	13	20	65
22	MM	5	9	14	20	70
23	MN	6	6	12	20	60
24	MK	7	6	13	20	65
25	MW	8	7	15	20	75
26	NA	6	5	11	20	55
27	NN	5	7	12	20	60
28	PN	5	8	13	20	65
29	RF	7	8	15	20	75
30	RM	6	6	12	20	60
31	SS	8	7	15	20	75
32	SY	3	9	12	20	60
33	TS	5	7	12	20	60
34	YF	6	6	12	20	60
35	ZM	7	7	14	20	70
36	PK	6	5	11	20	55
Total				474	2300	

From the conducted data above, the research found that the post-test mean scores of experimental and control class showed difference. The mean score of the experimental class is 71.38 and the control class is 26.79. The results showed that the experimental class improved significantly after having the treatments. The mean deviation score of pre-test and posttest of experimental class above was counted using the formula is 58.05.

Table 4**Deviation of Pretest and Posttest Scores in Control Class**

No	Initials	Pre-test	Post-test	X	X ²
1	AD	20	55	35	1225
2	AH	30	80	50	2500
3	AP	30	60	30	900
4	AR	15	65	50	2500
5	AS	5	65	60	3600
6	DC	15	65	50	2500
7	DM	15	60	50	2500
8	DN	25	70	45	2025
9	EE	25	70	45	2025
10	ES	15	80	65	4225
11	FB	15	60	45	2025
12	FD	10	65	55	3025
13	FS	20	60	40	1600
14	GA	10	60	50	2500
15	GM	25	65	40	1600
16	GY	10	60	50	2500
17	HA	15	55	40	1600
18	HN	20	55	35	3025
19	JA	30	65	35	3025
20	MF	5	55	50	2500
21	MB	15	65	50	2500
22	MM	15	70	55	3025
23	MN	15	60	45	2025
24	MK	10	65	55	3025
25	MW	5	75	70	4900
26	NA	30	55	25	625
27	NN	25	60	35	1225
28	PN	15	65	50	2500
29	RF	15	75	60	3600
30	RM	20	60	40	1600
31	SS	15	75	60	3600
32	SY	20	60	40	1600
33	TS	20	60	40	1600
34	YF	15	60	45	2025
35	ZM	15	70	55	3025
36	PK	5	55	50	2500
Total				1695	86775

The results above show that the mean of deviation of the experimental class was 36.77 while the control class was 8.73. Based on data above, the research found the mean deviation score of experimental class was higher than the control class. It indicated that the students' achievement of the experimental class was increased after the treatment.

After computed them mean deviation of each class, this research calculated sum of squared deviation around the mean scores both classes. The results above show that the mean of deviation of the experimental class was 36.77 while the control class was 8.73. Based on data above, the research found the mean deviation score of experimental class was higher than the control class. It indicated that the students' achievement of the experimental class was increased after the treatment. After computed them mean deviation of each class, the research calculated sum of squared deviation around the mean scores both classes.

To prove or to verify whether the hypothesis is accepted or rejected, the research tested out the hypothesis. If t_{counted} is higher than t_{table} , it means that the hypothesis is accepted. However, if the t_{counted} is lower than t_{table} , it means that the hypothesis is rejected. It means that the application of transformational drill does not improve the ability of the eighth grade students of SMP Negeri 6 Palu in understanding and using simple past tense perfectly. After analyzing all of the data, the research tested out the significant difference between t_{counted} and t_{table} by applying 0.05 level of significant with the degree of freedom (df). The calculation can be seen below:

Degree of Freedom (df) : $N_1 + N_2 - 2$

$$= 36 + 36 - 2$$

$$= 70$$

Based on the calculation above, N_1 was the total number of students in experimental group while N_2 was the total number of students in control group and the degree of freedom (df) was 70. In order to find out the t_{table} , This research applied interpolating calculation which can be seen below:

$$a = 70 - 60 = 10$$

$$b = 80 - 60 = 20$$

$$c = 60 = 2.000$$

$$80 = 1.990$$

$$= 2.000 - 1.990$$

$$= 10$$

The calculation is:

$$\frac{a}{b} \times c$$

$$= \frac{10}{20} \times 10$$

$$= 5$$

$$df (70) = 2.000 - 5$$

$$= \mathbf{1.99}$$

Based on the calculation above the t-table was 1.99. This research concluded that the result of t-counted was **17.41** and the t-table was **1.99**. In other words, the hypothesis was accepted because the t-counted was higher than the t-table. It means that using spatial cue technique can increase vocabulary of the eighth grade students at SMP N 6 Palu.

DISCUSSION

Before teaching the students, This research gave pretest two experimental and control groups, after giving pretest This research taught part of human body, animals, house. In this meeting This research started to use spatial cue technique to guide the student learn about vocabulary. Second meeting This research gave material about professional, library, transportations. Third meeting This research gave material about words related to school and things around it.

In the fourth, fifth, and sixth meetings, the material given to students were words related to market and things around it, words related to hospital and things around it, words related to parts of human and its functions, words related to house, Utensil of house and its surroundings, words related to garden, vegetable were given to students :

After the treatment was given This research gave posttest to experimental and control groups. After giving the posttest This research calculated the data. As stated in chapter 2, the hypothesis of this research was the application of transformational drill improves the ability of the eighth grade students of SMP Negeri 6 Palu in understanding and using simple past tense.

CONCLUSION

After collecting and analyzing the data, the research concluded that the hypothesis of this research was accepted because the t-counted (17.41) was higher than the t-table (1.99). In other words, using spatial cue technique can increase the vocabulary mastery of the eighth grade students at SMPN 6 Palu. By looking at the result of this research, there was significance difference between the achievement of the students who were taught using Spatial Cue Technique and the ones who were taught using conventional technique.

Based on the above conclusions, The research suggests the following :

- The teacher might use spatial cue technique as alternative in teaching vocabulary.
- In presenting new materials. The teacher should have appropriate technique of teaching so that he students become more interested, more active, and easier in learning English.
- For other researchers, spatial cue technique is an applicable technique for teaching vocabulary in the level of junior high school students.

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